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Experimental approaches with emotionally disturbed children in day care programs in Ohio public schools are described. A consideration of problems of identification and classification presents Quay's three dimensions of behavior, conduct disorders, inadequacy or immaturity, and personality, and lists types of behavior found in each. Seven kinds of programs for disturbed children are charted with their goals and structure; the psychoeducational approach is discussed; and behavior modification is explained utilizing research reviews and examples. The historical development of Ohio's day classes and the growth of the program from 1961 to 1967 are presented. Also presented are the level, number of units, program description, and person to contact for the 20 demonstration projects in operation, procedures for initiating research and demonstration projects, suggestions for research, and a 90-item bibliography. Appendixes provide state board of education standards for special classes, individual services, and home instruction, and application forms. (RP)

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in Ohio

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EXPERIMENTAL PROGRAMS FOR EMOTIONALLY HANDICAPPED CHILDREN IN OHIO

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PREFACE

This publication presents an overview of experimental day class programs for emotionally handicapped children in Ohio. These research efforts are an essential element in the improvement and development of comprehensive services for children whose emotional handicaps interfere with school progress and adjustment. Although 700 children are currently being educated in residential treatment centers in Ohio, the focus of this publication is primarily upon the programs available for the mild and moderately emotionally handicapped children capable of functioning within the existing framework of the public schools.

We wish to express our appreciation to those school districts currently engaged in these research and demonstration programs for children with emotional handicaps. It is our hope that the information contained in the following pages will stimulate further interest in providing assistance to this segment of the school population in need of special educational provisions within the public schools of Ohio.

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INTRODUCTION

The public school maintains a unique position in society. The interaction of learning and the molding of relationships within the school is seen, along with the family and community, as one of the critical determinants of personality development.

The schools serve all children in a community; the schools provide professional personnel with a knowledge of childhood development; teachers observe children in a variety of learning situations and interpersonal relationships; and the parents have an opportunity to relate with the schools. This potential scope and the alarming prediction that one person in ten will need treatment for emotional disturbance during his lifetime have been instrumental in placing the primary responsibility of dealing with this problem upon the schools.

The national interest in this problem was given impetus when the 1960 White House Conference on Children and Youth called for provisions of organized school services for the special educational needs for the emotionally disturbed. Among these were special remedial services or classes.

How prevelant is the problem of emotional handicaps within the public schools? Several studies have explored the extent of emotional handicaps in school age children. Eight major investigations of maladjustment in school age children prior to 1955 found the incidence of severely disturbed children to range from 4 per cent to 12 per cent. Bower (State Department of Education, 1961) indicated that 10 per cent of school children seem to have emotional problems that would interfere significantly with school progress and adjustment. Another 25 per cent of the children seem to have mild or transitory handicaps that would interfere to a lesser extent with school progress and adjustment. Of this latter group, 10 per cent have recurrent emotional difficulty.

Although the criteria varied markedly in these research endeavors they indicate that emotional maladjustment and other developmental difficulties are perhaps more prevalent than we had supposed. Authorities agree that there is a definite need for a concerted effort within the schools to provide for those children who are able to function within the school setting.

Attempting to teach the emotionally handicapped child in the regular classroom is likely to be a frustrating experience not only for the child but also to his teacher and classmates. The general indifference or hostility to school, the emotionally based academic disability and the observable day to day functional behavior maladjustments point up the need for the development of special programs in the schools for these children.

Ohio reflected its concern for programs for the emotionally handicapped in the 1962 State Board of Education Program Standards in Special Education which provided for experimental day care programs.

Several other states have developed programs for emotionally handicapped children. New York and Connecticut have mandated programs; and California, due largely to the impetus of the Bower studies, has developed a comprehensive program. Most of these developments have taken place within the last five years. As recent as 1962 William C. Morse made a national survey of public school classes for emotionally handicapped children and found only 117 classroom programs functioning within the public schools. On site visits to the majority of these programs revealed an "amazing lack of specific pattern and uniformity in approach." Morse cited a need for flexibility toward solving problems which may be created by the establishment of these programs and further recommended a need for focusing upon improvement of the student in both the adjustment and academic performance within the programs.

Until that time the educational practices utilized in special programing varied with the philosophy of the investigator. The psychoanalytic approach tended to offer little structure and to encourage free expression of emotion in order to gain a better understanding of the child. While some exponents of this approach did not agree with the overly permissive atmosphere, which they suggest is a misinterpretation of psychoanalytic theory, the free expression of emotion appears to be a common denominator within this model.

Many of these earlier classes were located either in the institutions or as an adjunct to the institutional setting. Here the emphasis was placed upon the therapeutic milieu. Many advocates of this approach contend that the group itself has therapeutic effects and that the value of educational programing is one of fostering educational techniques which are therapeutic in nature.

In contrast, Haring and Phillips (1962) describe emotionally

handicapped children as having a failure pattern rather than a success pattern. They emphasize shifting from etiology to how the condition can be controlled and modified. They are concerned with the present status of the child and advocate setting up a routine involving specific and limited tasks. These are later modified as the child improves self control. Improved learning and adjustment were reported as significant findings in these studies.

More recently other behavior modification approaches have shown promise toward modifying maladjustive behavior. Although there are many procedural variations in the classroom three questions are generally asked:

1. What behavior is maladaptive?
2. What environmental conditions support this behavior?
3. What changes may be manipulated to alter the behavior toward more acceptable modes of adjustment?

Many researchers advocate a learning theory approach. Among these is Hewett's (1967) engineered classroom design, which seeks to modify behavior through a hierarchy of educational tasks, meaningful rewards for learning and an appropriate degree of teacher and classroom structure.

Although many current research projects in Ohio are based upon the adaptations of behavior modification to the classroom, several include psycho-educational, social milieu or eclectic approaches. It is our hope that these research endeavors will provide the proper focus and perspective necessary for future decisions in establishing standards for programs.

This brief publication is viewed as an attempt to present an overview of these various experimental programs for the emotionally handicapped child in day care programs within the Ohio public school setting. Interventions within the regular classroom, organization of instructional services within the schools, and home instruction for severely emotionally handicapped children, while they are considered a part of total programing, are beyond the scope of this publication since these services are not, per se, experimental in nature. For the convenience of the reader these program standards and applicable forms are included in Appendices A and B.

CHAPTER I

PROBLEMS OF IDENTIFICATION AND CLASSIFICATION

One of the most apparent concerns to professional personnel interested in educating emotionally handicapped children is the matter of definition and classification. How do we determine whether the child has an emotional handicap? What kinds of overt behavior does he exhibit? Are there degrees of severity? Can they all be taught with the same basic teaching techniques? Should all be taught in a self contained unit?

Models of identification and selection have been found historically within the province of the mental health clinic. These psychotherapeutic and pathological models focus upon psychodynamic, interpersonal relationships or brain pathology and treatment of organic factors. Categories such as psychosis, psychophysiologic disorders, psychoneurosis, personality disorders, and transient disorders while helpful in clinical diagnosis may not necessarily be relevant in a school setting.

Bower, cited earlier, suggests grouping emotional handicaps based upon their degree of impairment toward learning and adjustment. He views 25 per cent of the student population with mild or transient handicaps interfering with educational progress, and 10 per cent with a significant handicap interfering markedly with learning and adjustment.

Quay, Morse, and Cutler (1966) indicate that, with the exception of the socialized delinquent, there are three dimensions of behavior along which all emotionally handicapped children will vary —1) conduct disorders or unsocialized aggression; 2) inadequacy-immaturity or behavioral immaturity; and 3) neurotic or affective personality.

Another dimension of behavior cited in other studies by Quay is the socialized delinquent which is associated with deviate rather than deficient socialization. He considers this category not truly indicative of emotional disturbance.

His factor analytic research, based upon teacher behavioral

ratings, results in observable behavior with the highest probability of occurrence within the three categories as:

Conduct Disorder—(unsocialized aggressive)
deviant, disobedient
impertinent
boisterous
uncooperative in group
show off, attention seeking
irritable
bullies
hyperactive
restless
irresponsible
swears, profane language
destructive
jealous
inattentive

Inadequacy-Immaturity—(behavioral immaturity)
inattentive
dislikes school
withdrawn
sluggish
lack of interest
lazy
preoccupied
day dreams
drowsy
reticent

Personality—(neurotic or affective)
hypersensitive
shy
inferiority
self conscious
easily flustered
fearful, anxious

Quay et al (1966) pp. 509-510 describe a system of classification based upon overt behavior as follows:

"On the basis of present evidence, it appears that children's behavior disorders can be viewed most profitable, both in diagnosis and remediation in terms of the problem

behavior itself, rather than in terms of deviant personality types or disease entities. It is further assumed that it is most useful to attempt to conceive of problem behavior in terms of external observable events, rather than internalized hypothetical constructs like the unconscious, the ego, and so on, even though such concepts may serve heuristic functions. The goal in treatment is the elimination of the problem behaviors, and when this is achieved, the child is viewed as no longer exhibiting any disorder. Thus, the author's philosophy can be described as pragmatic and practical."

As regards etiology, Quay considers the problem behavior as the end product of an interaction between environmental experiences and predispositional factors, such as heredity and status of the central nervous system. The interactional process, called learning, is the process which should be of primary concern. Heredity and the status of the central nervous system are seen as limiting the ultimate complexity of possible behaviors. Both the probability of emission of certain classes of behavior and the rate at which learning may occur may be influenced by these factors. "The environment, through discriminative stimuli and through response—reinforcement contingencies, is seen as the major influence determining the precise behavior repertoire of an individual child." p. 510

Thus, the first step in setting up procedures to modify behavior is to identify the observable behavior in the environment which is occurring so frequently that one cannot consider the behavior to be normal. Studies concerned with techniques of managing behavior are discussed in more detail in Chapter II.

In summary, the underlying causes of behavior may promote insight or understanding of the behavior, but they are of questionable value in changing responses of the child within the educational setting. Identification procedures should employ norms based upon other children in the class, school, system, or other comparable group in terms of behavior. Our prime concern should be centered around employing techniques for managing behavior which will result in altered learning or functional change in the child within the educational setting.

CHAPTER II

THEORETICAL FOUNDATIONS AND RELATED RESEARCH

The national survey of Morse, Cutler, and Fink (1964), found seven basic program types emerging. Following is a chart based upon these findings indicating emphases within these programs:

Type	Goal	Teachers Role	Classroom Orientation	Structure & Control	Data Available
I. Psychiatric-Dynamic	Provide classes for the institutionalized and within public school. Intent-to return to regular class.	Acceptance of free expression	Individualized emphasis on activities, arts and crafts. Some academics.	Loose	Psychiatric and clinical personnel data.
II. Psycho-educational	Provide therapeutic management. Ultimately return to regular class	Sensitive, empathic	Academics stressed	Moderate	Clinical and social work data
III. Psychological-Behavioral	Improve achievement through behavioral change and academic remediation.	Acceptance of extensive pupil-teacher verbal interaction.	Academics and behavioral patterning.	High structure moderate control.	Psychological testing
IV. Educational	Rehabilitation and return to regular class.	Kind consistently, yet firm.	Academics-music and rhythms	High structure, and control	Special education and guidance data.
V. Naturalistic	Salvage value stressed but goal not clear-cut.	Patient, calm, sympathetic	Academics	String external controls. High structure.	Psychological testing. Medical work-ups available.
VI. Primitive	Assist acting out under-achievers.	Firmness, excessive control.	Academics	Strict control, poor structure.	Psychological and educational testing.
VII. Chaotic	Serve the maladjusted. In effect, may be a "catch all."	Attempt therapeutic relationship thru permissive atmosphere.	Attempted academics (little progress due to frequent control of acting out behavior)	Little control poor structure.	Psychological and educational testing.

In general the psycho-educational approach was significantly higher in more positive factors than the remaining types. (The chaotic type was eliminated from consideration since only one program of this type was found.) Pupils viewed themselves as changing positively as a result of their participation in the programs. This in itself would suggest that all programs had relative merit.

Observer bias, the tendency toward stereotyping teachers, methods and types, and the additional influences of the teachers upon their program and children tended to create some problems in the program evaluation. As Morse points out, the problem was and remains that of making definitive casual statements. Whether the teachers' influences change the children and thus produce a more comfortable situation, or whether the children's attitudes determine the reaction of the teacher and in turn the kind of operating program that is established, is a question that is difficult to answer.

In order to better understand current experimental programs for the emotionally handicapped children in Ohio it is necessary to explore some of the theoretical foundations of these approaches.

Psycho-educational Approach

This approach utilizes accepted principles of special education and prescriptive teaching in a social milieu. As one might suspect, the abilities of the teacher are extremely critical to the success of this approach. The teacher must be knowledgable in child growth and development principles, dynamics of groups, psycho-dynamics of individual behavior, teaching principles, and remediation of basic skill deficiencies. The premise is based upon the use of group interaction to improve the child's ability to deal with others in terms of improving academic level and providing for psychological, social, and maturational and physical needs.

A more detailed summary of the processes and procedures involved is described by Hollister and Goldston (1962).

Behavior Modification

The medical-clinical model maintains the position that maladaptive behavior indicates the presence of disease. It is the disease which is treated and overt maladaptive responses are considered symptomatic of an underlying problem. It is further assumed that if symptoms are treated other symptoms will be substituted.

As behavior modification approaches have developed, the substitution of symptoms has been rarely substantiated either in research or practice, lending credence to the position that behavior may best be dealt with directly rather than through attempting to remove the underlying causes of conflict. Behavior theorists view persons in the environment as the source of meaningful stimuli which direct, maintain, or alter behavior. It is considered possible to formulate a program which manipulates variables in order to develop responses to stimili previously eliciting maladaptive behavior.

Briefly stated, the behavior therapist is interested in which behaviors should be increased or decreased, what contingencies currently support this behavior, and what reinforcers should be manipulated to alter the behavior.

Ullman and Krasner (1966) discuss the theoretical questions involved in behavior modification, make comparisons with medical-clinical models, and present case studies of individuals and groups within this framework.

In education this approach is relatively recent. Haring and Phillips (1962), Levin and Simmons (1962), Zimmerman and Zimmerman (1962), Hewett (1964) (1966) (1967), Birnbrauer et al (1965), Quay et al (1966), Valett (1966), Whelan and Haring (1966) and O'Leary and Becker (1967) have applied these principles to general academic teaching classrooms for the emotionally handicapped or learning disordered child.

These research endeavors vary from the use of behavioral modification methods with one student to systematic applications with small size classrooms having 6-10 students, or in the instance of O'Leary and Becker, a relatively normal classroom enrollment of 17 students.

Perhaps the most significant early study of educational methods were conducted by Haring and Phillips (1962). The study focussed upon comparisons of three education treatment methods: 1) small groups assigned to a classroom in which the instructive program was highly individualized and high structure maintained; 2) children remaining in the regular classroom with the teacher receiving adjunct services of psychologist and social worker; and 3) children assigned to a special class where the curriculum was based on the child's interests, and little structure was imposed.

In the structured setting the emphasis was:

1) shifted from the basis of the problem to how it can be controlled and modified,

2) toward setting up routine, specific tasks and limited tasks later modified as the child gains self control,
3) a definite task completion orientation—recreation was allowed only after acceptable work had been accomplished.

Routine was considered to be intrinsically secure to the child. The main hypothesis was one of stimulating order and structure to change habits, attitudes, and achievement of the emotionally handicapped child. The environment in this study was modified by reducing stimuli, classroom activity, and group participation.

The results were significantly in favor of the small "structured classes."

Another early study frequently cited in the literature presents an example of altering behavior of one boy in a special class. Zimmerman & Zimmerman (1962) discuss a boy whose severe spelling problem was being maintained through excessive teacher attention. Ignoring behavior at appropriate instances when the boy required the teacher's attention following his not knowing the correct response reduced the number of errors. Teacher attention followed only the correct responses. When success criteria was reached (10 words correct) he was also given social attention and a high mark. After one month of consistent exposure to this technique academic progress was apparent.

Hewett (1964) formuated a theoretical framework of hierarchies which may prove helpful in programing emotionally handicapped children within public school classes.

The hierarchy of seven educational task levels is an attempt to formulate a practical approach to working with disturbed children using psychological principles of development for those children inaccessible to social controls or highly resistant to learning.

The "primary task level" uses operant conditioning methods based upon a reward system. The significant aspect of this level is the initiation and maintenance of contact with the child. As tasks are accepted a beginning social relationship is established at the "acceptance task level." The development of responsiveness to external controls gradually places limits in the learning situation as the child attains the "order task level." At this point the child may be involved in order tasks such as sorting, puzzle activities, coloring, or labeling. At the "exploratory task level" multisensory experiences are provided. These tasks may include perceptual motor components with an emphasis on concrete experiences. The "relationship task level" uses the teacher as a social reinforcer.

Shaping peer approval through small group activities is gradually integrated along with a greater emphasis on academic skills within the repertoire of the child. The teacher's task at the "mastery task level" is the development of basic skills with the realization that progress in tasks and social relationships may be successful out of sequence. For example, higher level tasks may be successful without adequate communication and/or social skills developing. The teacher's goal in this instance would be one of stabilizing these areas until the highest level of "achievement tasks" is attempted.

In his "engineered classroom" concept Hewett (1967) refined these hierarchies and integrated these with results of recent studies of Whelan and Haring (1966), Quay (1966), and Birnbrauer, et al (1965) at the Rainier School in Washington.

The range of rewards within the hierarchies includes tangible rewards, social attention, task completion, sensory stimulation, social approval, task accuracy, and success. Checkmarks are given to the children as objective measures of accomplishment within a structured system involving work record cards for each child. Centers within the room are designated for the child as he becomes able to improve attention, respond, follow direction, explore the environment, adjust within the social order, master skills, and achieve within the academic framework.

A series of interventions which alter the learning environment help the teacher to modify maladaptive patterns of behavior and provide success in the academic areas.

Although the well controlled, systematic application of these principles within this framework obviously requires long term evaluation and exploration it appears to justify the effort.

As one method of behavior modification based upon observation, measurement and analysis of behavior it appears to be applicable to classroom situations. As Hewett indicates, however, "it has constantly been reassessed and changed and still is undergoing alteration in an effort to arrive at a practical and useful model for educating emotionally disturbed children." p. 466.

Whelan and Haring (1966) also urge the application of principles of behavior modification developed in the learning laboratories to the classroom setting. Their methods are based upon three years of data collection in classes for emotionally handicapped at the Children's Rehabilitation Unit, University of Kansas Medical Center.

Their research findings indicate that rate or frequency of behavior may be accelerated or decelerated depending upon the re-

action of the child to the consequences of the activity. For example, a child is assisted in gaining appropriate behavior through teacher actions which are applied after a correct response by the child.

The difficulty lies in determining which behaviors accelerate or decelerate consequences. Reinforcement at fixed intervals have been found to work well to achieve desired behavior. The desired behavior can then be maintained through management at irregular intervals.

Independent behavior and school learning skills are developed by reducing the number of accelerating consequences as the child improves in his ability to complete tasks and become more socially accepted.

Premack (1959) stated a principle which was helpful in formulating behavioral modification techniques in this classroom. Simply stated, any behavior is strengthened or accelerated when followed by behavior which occurs at a higher frequency or rate. In practical terms, then, a teacher can list high frequency and low frequency behavior and plan learning activities prior to the high frequency behaviors. Thus, the high frequency behavior following the learning activities becomes the consequence for engaging in the learning activity. For example, a child may have to complete five arithmetic problems before he can spend five minutes building a model airplane, the high frequency behavior. The ratio of problems is increased with the interval of the model building remaining constant until what was originally low frequency response (reading) may actually become the desired behavior.

This study also made use of a technique called "staging" in which children are added to a special class one at a time dependent upon control being maintained for each child in the room as a new one enters. The size of the group is determined by the class size at which the teacher can comfortably control the total environment including recording, measuring, and evaluating behavioral progress of the students.

A novel but meaningful study by Levin and Simmons (1962) compared the effect of peanut reward and verbal praise with emotionally disturbed boys. Results suggested that praise suppressed the rate of response. These findings are consistent with reinforcement theory and point up the efficacy of tangible reward under systematically controlled conditions.

O'Leary and Becker (1967) used a token reward program with seventeen nine-year-old children described as emotionally dis-

turbed in order to determine the efficacy of behavior modification techniques in a relatively normal size class. Deviant behavior of the eight most disruptive children were made in random observation sessions. Examples of these were pushing, answering without raising one's hand, chewing gum, name calling, making disruptive noises, and talking. These resulted in baseline data of percentage of deviant behavior.

During a token reward phase, ratings were given based upon "proper behavior" as written on the chalkboard; i.e., facing the front, raising hand, working, paying attention, and keeping the desk clear. Reinforcers for proper behavior were small inexpensive prizes. The number of ratings were decreased and the number of points necessay to obtain a prize were gradually increased. Tokens were exchanged at the end of the periods during the first three days; points were accumulated for a three day period during the following fifteen days; and a four-day delay between token and reinforcers was used for the remaining twenty-four days. The teacher also used verbal praise when appropriate.

Deviant behavior observed during the base rate period was reduced significantly. Anecdotal records also indicated that the use of social approval and grades could be transferred to a normal classroom control situation rather easily.

Several researchers have focused upon methods of presenting classroom work to the children. Brendtro and Stern (1967) modified the usual sequential tutoring methods in the special class for emotionally disturbed. In the usual method the teacher rotates from student to student when providing individual attention.

In a modified setting the children are seated in a semicircular arrangement of trapezoidal tables. The teacher's desk is located in a corner of the room. The child brings his paper to the corner during periods of individual work. The work is then evaluated with the teacher retaining the option of assigning and the task of engaging in remediation. Several major advantages are cited. Among these are improved independence, systematic feedback, improved evaluation of the student by the teacher, and social reinforcement better related to learning. Practical considerations such as how tasks are assigned, what to do with educational malingering and reticent learners, are discussed in this paper.

Valett (1966) outlines a system of behavior modification focusing upon specific social reinforcement techniques through the use of primary and secondary reinforcers. He succinctly states sev-

eral generalized principles which have emerged from behavior modification studies in education to date:

"1. Pupils must be educationally programmed according to their level of development and achievement.
2. Material to be learned must be systematically organized and able to elicit response and success from the pupil.
3. Success in learning (e.g. desirable) should be immediately rewarded. If necessary, primary reinforcement (food, praise, etc.) should be used.
4. Immediate primary reinforcements should be part of a broader system involving varying rewards and social reinforcement.
5. Rewards should be attainable after a reasonable period of effort (lessons should not be too long and may have to be broken down into smaller units with subsequent reinforcement as necessary.)
6. The pupil must be able to understand the desired behavior change, the rewards involved, and the operation of the total system. The system should be available (e.g. written out) and as concrete as possible." p. 189.

The reader interested in detailed information concerning these studies is requested to consult the original sources.

There is no doubt that these and other current research endeavors are influencing and will continue to influence the development of experimental programs in Ohio.

CHAPTER III

HISTORICAL DEVELOPMENT OF OHIO'S EXPERIMENTAL DAY CLASS PROGRAMS

Historically, programs for the emotionally disturbed child in public schools have evolved from successes with educational programs in residential treatment centers. Ohio's program is no exception. In 1953 the educational residential treatment program at the Bellefaire Treatment Center became the first program in Ohio to be supported by the Ohio Department of Education. This soon became a model demonstration center for educational programs in residential treatment centers throughout the state. In 1959 an experimental summer school program for the severely disturbed youth residing at the Toledo State Hospital was initiated through the cooperative efforts of the Lucas County Board of Education and the hospital staff. This six week summer program was designed to provide education in basic academic fundamentals, to serve as a pilot study in determining whether an educational program would be feasible in a mental hospital setting, and to provide experience and data which might be helpful in establishing a program within a public school setting.

Following the initial success of the Lucas County program a research project was initiated with the Division of Special Education to provide an educational program for a selected group of emotionally handicapped students within the public schools. Beginning with the 1961-62 school year eight children ranging in age from 8 to 10 years were selected for the project entitled, "School Adjustment Room" (SAR). The goal of the project was to establish a team approach in working with children using a psycho-educational discipline to provide a therapeutic classroom atmosphere for personal adjustment.

In 1962, partially as a result of successes with the residential treatment programs, the State Board of Education adopted State Standards for Day Care Classes for Emotionally Handicapped Children which permitted the establishment of experimental units

for day care programs for emotionally handicapped children under a section of 3323.02 R. C.

This program was modified to include improved home contact, more frequent and intensive counseling with students, in-service training of teachers, and increased use of volunteer teacher aides. This modified program became known as the "Experimental School Adjustment Program" (ESAP) in 1962-63 with these changes and the addition of two control groups. The following year another unit was added which reflected a more highly structured curriculum and classroom atmosphere.

During the 1962-63 school year Willoughby-Eastlake City Schools initiated a class for research purposes based upon a structured classroom approach. During the same year a program was begun in the South-Western City Schools. The research findings of these three programs were instrumental in minimizing many of the problems frequently encountered in program development and afforded broad guidelines from which to encourage further explorations in day care programming for the emotionally handicapped children in Ohio's schools.

General conclusions of these experimental programs for emotionally handicapped children indicated that the following are important considerations in establishing day care programs:

1. Early selection, identification and placement appears to reduce the severity of maladjustment in terms of school achievement and behavioral control.
2. Placement in a self-contained classroom for emotionally handicapped children appears to minimize personal, social, emotional, and educational problems of the emotionally handicapped child of elementary school age.
3. The success of the program is, to a large degree, dependent upon the quality of the teacher-child relationship. Personality of the teacher appears to have a marked outcome upon the students both from the standpoint of effectiveness, inter-personal relationship, and academic growth.
4. Firm, consistent management techniques and the positive structure of the school environment help the student maintain an observable positive behavioral adjustment.
5. Students need a varied program involving materials and equipment useful in a tutorial type of instruction.

6. The number of students served by a single teacher may be expanded while maintaining a quality program providing old and new students are balanced, that no single type of behavior problems predominates within the unit, and that the added services of a teacher's aide is available.

7. Classroom size should correspond to that of a regular classroom since space should be available within the classroom for small group instructional areas, behavioral control areas, and individual subject matter areas. Seating should be arranged so that students cannot maintain physical contact with others while seated.

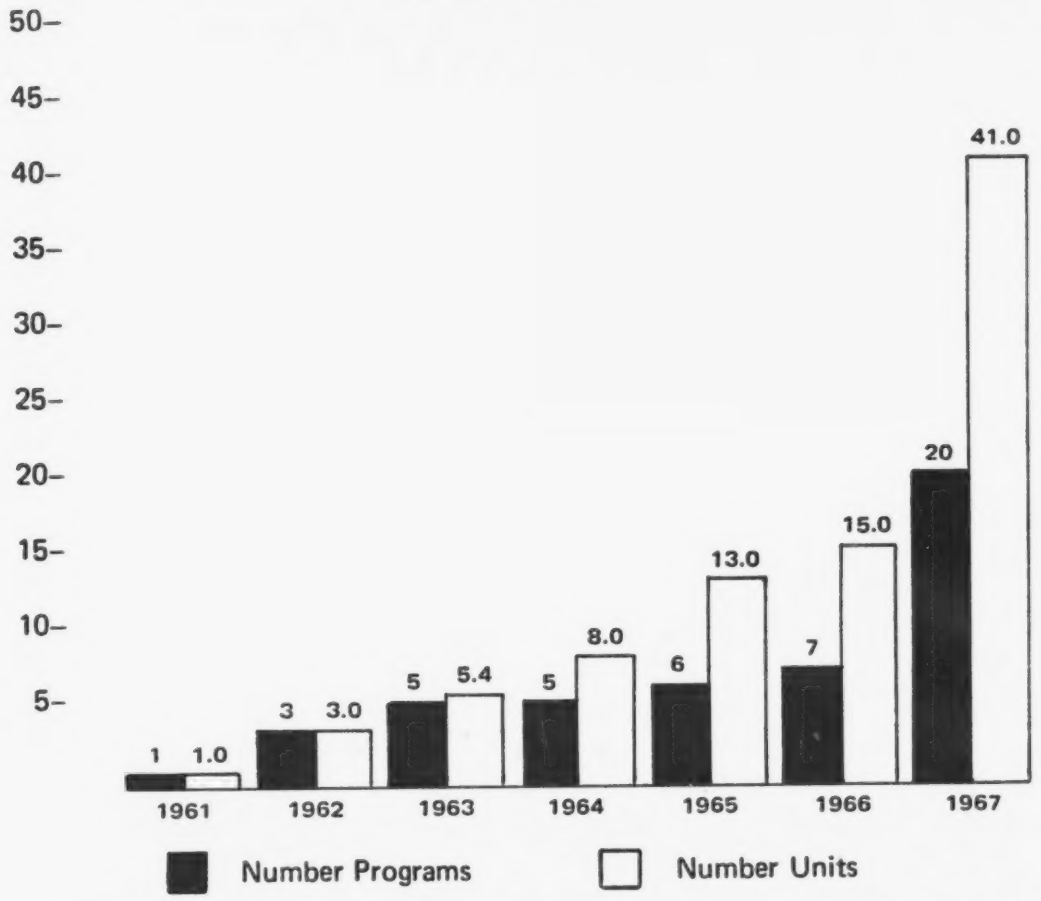
8. Conferences with parents rather than the customary report cards are a successful method of reporting student's progress.

9. As students are found capable of reintegrating in the regular classroom others can be placed on a temporary or part time basis without hampering the effectiveness of program.

10. Changes in behavior and attitude persist after return to the regular class. This appears to be affected by variables including length of stay within the special program, seriousness of behavioral disturbance, emotional climate of home, cooperation of the parent with the program, the effectiveness of working with the parents, and the atmosphere of the classroom to which the child is returned.

Although the impetus for initiation and expansion of day care programs was provided by increased financial support and favorable program standards the growth of classes was not initially rapid. By the 1964-65 school year only eight units serving 45 children were in operation. The growth was gradual until the 1967-68 school year when the number of programs increased nearly 200 per cent, from 7 to 20 programs. During this period the number of units increased from 15 to 41 units. The following chart exemplifies this rapid growth:

PROGRAM AND UNIT GROWTH
1961 - 1967



The marked increase in programming for emotionally handicapped children in Ohio may be related to the recent introduction of new classroom techniques and increased knowledge of behavioral management which appear to offer wider horizons for programming within the public school setting. Virtually all current research using this approach has shown an abrupt reduction in deviant behavior in terms of behavioral control and specific task completion.

It seems apparent that interest in day classes for emotionally handicapped children in the public schools of Ohio is rapidly accelerating.

Conservative estimates indicate that 2-5 percent of the school population may be in need of these specialized programs. Yet during the 1967-68 school year only 317 children were involved in Ohio day care programs for the emotionally handicapped.

Mere proliferation of programs cannot bridge the gap between need and existing services. Current research and demonstration

programs in Ohio should yield insights into better methods of programming which are both efficient and realistic.

The following chapters discuss current programs, procedures for initiating research and demonstration projects, and briefly overview some obvious questions which might challenge the focus and direction of programming for emotionally handicapped children in Ohio.

CHAPTER IV

CURRENT RESEARCH AND DEMONSTRATION PROJECTS

Present programs for emotionally handicapped in Ohio are generally based upon an application or adaptation of clinical, psycho-educational or behavior modification models. Several are considered eclectic by virtue of their emphasis upon certain features of specific research within or across these frameworks.

Behavior modification approaches attempt to modify existing behavior by manipulating the environment. The child unlearns past maladaptive modes of personal adjustment; or learns new behavior which will enable him to function in social and academic situations.

The structured classroom concept with the goal of building success patterns in the student focuses upon task completion, a high degree of structure and teacher consistency. The engineered classroom concept expounded by Hewett and others places more emphasis upon learning theory approaches which involve reward schedules adapted from operant conditioning research and hierarchies of educational and social skills.

Those programs which have evolved from the traditional child-guidance model view the teacher-child relationship as integral to change in the reconstruction of the personality. This methodology also utilizes clinical counseling methods with students and frequently parents. Ohio programs differ from this traditional model in that the greater emphasis is placed upon the educational program and the methods by which children are placed into the program. Rather than etiological considerations found in the clinical model, placement of the student is generally based upon inadequate adjustment and concommittant learning problems.

Other programs favor the eclectic approach utilizing that which might be considered the strengths of the various models. This approach is generally found within the specific programs formulated under the behavior modification rubric, such as the structured classroom approach with operant conditioning or "engineered classroom" practices integrated into the program.

Regardless of orientation a common thread runs through these programs—individualized programs of remediation in the academic areas. Many use the professional workers in local agencies, frequently as consultants, but at times, as active members of the clinical team. This is particularly prevalent among those using the child guidance, clinical, or psycho-educational models where psychiatrists, social workers, and clinical psychologists are used. All projects involve school psychologists with their responsibilities varying from routine psychometric screening to consultant with behavioral management and operant conditioning methods. Those districts having visiting teacher and/or school social work services generally include these professional staff, particularly when parent and community agency liaison or parent counseling functions are involved.

Teacher roles vary considerably from the high structure, attitude consistency approach to the therapeutic role of the clinical orientation. Teacher aides are found in several programs, particularly those having enrollments beyond the minimum of six students. The "teacher-consultant," "crisis teacher," and "helping teacher" concepts are employed generally in those projects offering comprehensive programs which include the middle and secondary school levels. For more detailed discussion of these intervention techniques, the reader may wish to refer to the publications of Morse (1958, 1965).

The twenty research and demonstration programs for emotionally handicapped children currently in operation in Ohio are described on the following pages. They are listed indivually with indications of age level of the students served, number of units, a general description of program, and the person to contact for further information. Age level is determined using the following criteria: Ages 6—8, Lower Elementary; Ages 9 and 10, Middle Elementary; Ages 11 and 12, Upper Elementary; Ages 13 and 16, Junior High School; Ages above 16, Senior High School.

These program descriptions are necessarily brief in order to convey general program focus and those aspects of the program which are relatively innovative. School districts wishing to establish research and demonstration projects or those interested in on site visits or more detailed aspects of these programs should contact the persons designated in advance.

AKRON

Level: Middle Elementary, Upper Elementary

Number of Units: One

Description of Program:

A highly individualized program which is therapeutic in approach. The negative attitudes toward self, others, and learning generally found with the emotionally handicapped child is the prime concern of the program. The focus is one of academic activities which utilizes therapeutic techniques.

The school works closely with the Child Guidance Clinic which provides diagnostic studies, consulation with the classroom teacher, psychiatric group therapy with the students, and social work therapy with the parents. The staff school psychologist functions as an integral member of the clinic team.

Contact: Mrs. Anne Petry
Director of Special Education
Akron City Schools
70 North Broadway
Akron, Ohio 44308
Telephone: 216-253-2111

CINCINNATI

Level: Middle Elementary, Upper Elementary

Number of Units: Four

Description of Program:

An eclectic approach utilizing the structured classroom in conjunction with psychiatric consultation. The initial concentration of effort is on the child's behavior and adjustment problems. The ultimate goal is to assist him in making adjustment to an academic setting.

The need for a workable referral procedure in order to insure placement in the program as early as practicable has resulted in a comprehensive referral system and pre-admission diagnosis. The diagnostic team effort includes pediatric, neurological, psychological, social casework, and psychiatric appraisal.

A "crisis teacher" is available in the event that a child becomes extremely aggressive or violent within the self-contained units. When the child has profited substantially from the special placement a "helping teacher" assists his reintegration into the regular classroom by offering individualized instruction along with supportive help to the regular class teacher.

Contact: John Bennett
Project Coordinator
Sixth District School
1525 Elm Street
Cincinnati, Ohio 45210
Telephone: 513-221-6800

CLEVELAND

Level: Lower Elementary, Middle Elementary

Number of Units: Three

Description of Program:

A structured classroom approach toward children whose adjustment in the regular classroom has been a serious problem both in management and academic performance. The Pupil Adjustment Project was initiated in 1963. The special environment provides a variety of educational materials and atmosphere which permits the student to function in the areas of which he is capable. The emphasis is one of attitude consistency, a concise presentation of academic content, adherence to high but realistic behavioral standards, positive reinforcement, completion of assigned tasks, and strict scheduling.

The school social worker provides liaison with the parents and, along with the psycho-educational consultant, confers with the teachers on problems of behavioral management.

The teachers are actively supported by an advisory committee comprised of school administrators, special education personnel, psychologists, psychiatrists, social service personnel, and others representing universities, and various community agencies.

Contact: Keith Gainey
Director of Special Education
Cleveland City Schools
1320 East 6th Street
Cleveland, Ohio 44114
Telephone: 216-579-0600

CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS

Level: Upper Elementary, Junior High, Senior High

Number of Units: Three

Description of Program:

An ungraded program for the virtual non-achiever, who, almost without exception is a non-reader, for educational purposes. It is the thesis of the program that if these children are to learn in the various content subjects we can not wait until they learn to read, since their school learning has already been delayed immeasurably at the expense of fruitless repeated efforts over the years to teach the skill of reading as the vehicle of learning. Since the great bulk of learning comes from other than the printed page, this program emphasized the oral-aural approach and the utilization of other than the printed page as teaching tools.

Another thesis of the program is the conviction that the ego demage and the degraded self-image from years of unsuccessful classroom competition with their intellectual peers must be undergirded by the program with daily experience of total school success if these children are to be educationally salvaged. The minimizing (and the elimination in some cases) of the teaching of reading and the maximizing of other media and techniques of learning is the program's design for accomplishing, empirically, successful school experience for each child in the program.

Contact: Walter G. Sites
Administrative Director,
Pupil Personnel Services
Cleveland Heights-University Heights City Schools
2155 Miramar Boulevard
Cleveland, Ohio 44118
Telephone: 216-382-9200

ELYRIA

Level: Lower Elementary, Middle Elementary

Number of Units: One

Description of Program:

Emphasizes the areas of communication skills, social studies, arts and crafts, and perceptual motor skills.

In Project Change, assignments are brief with consistent follow through until tolerance limits are extended. Attitude consistency, degree of structure, and completion of assigned tasks are of prime importance. Free time art activities are utilized within this structure.

The services of the Visiting Teacher and Psychiatric Consultant are utilized whenever problems arise.

Contact: Dr. Norman Stewart
School Psychologist
Elyria City Schools
348 Fifth Street
Elyria, Ohio 44035
Telephone: 216-322-4691

EUCLID

Level: Lower Elementary

Number of Units: One

Description of Program:

Uses the behavior modification principles based upon an engineered classroom concept. In Project Build Up the primary goal is assisting children to achieve academically through building a pattern of successes based upon improving skills, reinforcing appropriate behavior and preventing unacceptable behavior. The supportive techniques encompass learning theory. Tangible rewards, social attention, task completion, social approval, task accuracy, and success are used. Rewards are given at fixed intervals with the type of reward dependent upon the needs of the student within the reward hierarchy. As the students progress in the education and social goals, appropriate changes in the reward systems are made.

Contact: Mrs. Dorothea King
Visiting Teacher
Euclid City Schools
651 E. 222 Street
Euclid, Ohio 44123
Telephone: 216-261-2900

HAMILTON

Level: Middle Elementary, Upper Elementary

Number of Units: Two

Description of Program:

Involves students with a discrepancy between ability and performance levels and inconsistent or inappropriate behavior in a regular classroom.

The Transitional Adjustment Program enables the student to succeed in an individually tailored program without being placed under stress. Each child is studied in terms of achievement level, ability level, and emotional status prior to the adaptation of the academic schedules.

The program includes reinforcement of correct responses through tangible and social rewards. Work segments are initially shortened until task success is insured. Assignments are lengthened based upon mutual agreement of the student and teacher. The reward system is modified as success is experienced. The high structure of the group and activity functions lends itself to the use of a reward system which will include tangible reward and social reinforcement of acceptable behavior.

Contact: Charles Thackara
Assistant Superintendent
Hamilton City Schools
332 Dayton Street
Hamilton, Ohio 45012
Telephone: 513-894-9934

MAUMEE

Level: Junior High School, High School

Number of Units: Two

Description of Program:

A secondary program for students having moderate or severe academic retardation and concomitant behavior problems. This program was initiated in 1965 as a self contained unit at the junior high level and expanded to the present program in 1967. Originally, a single teacher worked with a selected group of students to remediate basic academic skills. The self contained unit evolved into a system whereby four teachers, specialists in their respective subject areas, undertook continued operation of the program. Students are integrated into non-academic subjects. Differentiation between these students and the majority is minimized by their participation in the total departmentalized program. At the high school level, the teacher-consultant-counselor concept has been developed. Students are enrolled in the regular academic curriculum, however, are scheduled for daily individual and group conferences. Emphasis is not only upon remediation, especially in reading, but particularly in the area of improving personal, social and overall academic adjustment. The teachers involved with regular classroom teachers, the guidance department, and offer supportive help and insight on an individual and group basis. The school psychologist acts as liaison between the two units and functions in a supportive counseling role with the students and parents as an integral member of the team.

Contact: Frank Bock
School Psychologist
Maumee City Schools
Gibbs & Sackett Streets
Maumee, Ohio 43537
Telephone: 419-893-1801

SOUTH EUCLID-LYNDHURST

Level: Upper Elementary

Number of Units: One

Description of Program:

A flexible individualized program initiated in 1966 in which a wide variety of instructional materials are made available to allow for multi-sensory approaches to learning.

An individualized program is established for each student following appraisal by the consultant, school psychologist and evaluation of the teacher.

Students are given opportunities for group activities and project work although the emphasis in individualized instruction. A teacher aide supplements the instructional program.

Behaviorally, students are helped to discriminate appropriate responses in order to modify unacceptable modes of adjustment. Learning theory approaches, particularly tangible rewards and social reinforcement, are used to modify behavior and improve task completion.

A problem centered supportively oriented parent group is informally conducted by the school social worker and consulting psychiatrist. A weekly group therapy session is provided for the children. Participation in these groups is a requirement for placement and continuance in the class.

Contact: Dr. L. N. Helfenbein
Director, Pupil Personnel Services
South Euclid-Lyndhurst City Schools
4777 Farnhurst Road
Cleveland, Ohio 44124
Telephone: 216-382-7700

SOUTH-WESTERN

Level: Upper Elementary, Junior High School

Number of Units: Two

Description of Program:

A highly individualized program with the emphasis in improving basic skill areas. Individual study carrels are made available to each student. Small group activities are provided in those areas from which the students can benefit. Behavior modification techniques, particularly the use of tangible rewards has proven to be effective in the areas of behavioral control and completion of academic tasks. As the students respond appropriately positive reinforcement principles are applied within the setting.

Frequent parent discussion groups are conducted by the consulting clinical psychologist and school psychologist. Parental evaluation of these groups have been favorable. The parents have perceived a marked improvement in the child's attitude toward school and general behavior at home.

Contact: Miss Faye Alban
Coordinator, Special Education
South-Western City Schools
2090 Frank Road
Columbus, Ohio 43223
Telephone: 614-276-4039

STEUBENVILLE

Level: Lower Elementary, Middle Elementary

Number of Units: One

Description of Program:

A project based upon the Self Enhancing Education Processes (SEE) Program in California. The rationale is derived from the cyclical nature of poor emotional control leading to inadequate interpersonal and environmental relations which, in turn, lead to lessened self esteem and more weakened emotional control. This project will focus upon enhancing the self concept which will help to break this cycle.

The application of principles based upon nine years of action research in the SEE Program will be the primary focus of the program. Diagnostic teaching, the use of teacher aides, and close parent-school cooperation are closely allied with the basic program.

Contact: Robert Burns
School Psychologist
Steubenville City Schools
932 N. Fifth Street
Steubenville, Ohio 43952
Telephone: 614-283-3767

STRONGSVILLE

Level: Lower Elementary, Middle Elementary

Number of Units: Three

Description of Program:

A program based upon the structured classroom concept. Individual study carrels with screens to reduce distraction, partitioned resource materials and work centers, and inter-group learning activities centers comprise the physicial facility. Audio-visual, visual-motor perceptual equipment and materials appropriate to an individualized teaching process are provided.

Parent involvement is considered an integral part of the program. A parent group meets monthly to discuss perceptions of the project and to help the parents develop a better understanding of the needs of their children.

Contact: James Keils
School Psychologist
Strongsville City Schools
13200 Pearl Road
Strongville, Ohio 44136
Telephone: 216-238-6991

TOLEDO

(3 Programs)

I. **Level:** Lower Elementary, Middle Elementary, Upper Elementary

Number of Units: Two

Description of Program:

The Experimental School Adjustment Program (ESAP) evolved from a pilot study in Adams Local School Distict in 1961. ESAP began the following year with a team consiting of a school psychologist, social worker, and educator poviding a therapeutic atmosphere with the emphasis on prsonal adjustment. The program has been modified with he addition of volunteer teacher aides and a refocus upon a higher structure within the classroom.

II. **Level:** Middle Elementary

Number of Units: Two

Description of Program:

An experimental social and emotional adjustment pogram was established in the school year 1966-67 under Titl I in deprived target areas, and continued in the 1967-68 schol year under provisions of the School Foundation Progran. These two classes have been continued to provide structued learning experiences to improve attitude, self-concept ad communicative achievement. Group activity is accentedto inspire the children to attain higher goals. There are numrous field experiences, and a guidance service is provided or parents to increase their involvement in the total progrm. Adjunct services include a social worker, consulting psyclatrist and teacher aides. An in-service program focuses uon the dynamics, management, and curriculum planning for he emotionally handicapped child.

III. **Level:** Middle Elementary, Upper Elementary

Number of Units: Two

Description of Program:

The Project Children's Assessment Placement Instruction Center (CAPIC), originated in 1966 as an element of a broader Title III ESEA Project. It was funded within the School Foundation Program in 1967.

The Project CAPIC is a multi-disciplinary approach to the study of children with developmental and learning disorder, beginning with pilot units and eventually developing a center for assessment and clinical teaching prior to placement.

The teacher-consulant concept is utilized with the students remaining within the regular classroom for a portion of the school day. The teachers meet with the students on an individual or small group basis. Individual programs are planned using the strengths of the students. Techniques are developed to improve the student's self concept. Goals are based upon increasing the individual's sense of self-worth and personal adjustment which results in improved school adjustment. The teacher works closely with the regular classroom teacher to improve academic skills and maintain consistency approaches in interpersonal contacts with the students.

Contact: Robert Carson
Director, Pupil Personnel Services
Toledo City Schools
Manhattan & Elm Streets
Toledo, Ohio 43608
Telephone: 419-729-1681

WILLOUGHBY-EASTLAKE

Level: Lower Elementary, Middle Elementary, Upper Elementary

Number of Units: Two

Description of Program:

A structured classroom approach utilizing the research of Haring and Phillips in Arlington, Virginia, which is based upon expressed interest patterns and task completion. This program was initiated in 1962 with one class at the upper elementary level. It was expanded to two classes in 1965 with the addition of a primary unit.

This approach places emphasis upon flexible individualized instruction. In this highly structured environment the students gradually conform to acceptable behavioral limits. Students are integrated into the regular classroom in the areas of academic strength as they become capable of academic improvement and behavioral controls.

Classrooms are divided as much as possible by areas of function which include group instructional areas and individual subject matter areas. Programmed materials, listening posts and workshops are available within the classroom, and art instruction is provided through an itinerant teacher. Special areas of isolation are provided for voluntary use of the students as needed.

Conclusions based upon the fourth year evaluation indicate most children have shown improvement in the academic areas which is maintained upon return to the regular classroom. Others, due to deeper seated emotional problems or physiological inadequacies are unable to readjust to regular class placement. In most instances academic progess is improved both in objective standardized test scores and teacher evaluation. When academic skills have improved reintegration into the regular class is more easily attained.

The school social worker provides liaison with the school and parents. An active parent group focuses upon child management problems in a group therapeutic setting.

Contact: Dr. Mildred Blondis
Chief Psychologist
Willoughby-Eastlake City Schools
38106 Euclid Avenue
Willoughby, Ohio 44094
Telephone: 216-946-5000

LAKOTA LOCAL

Sandusky County

Level: Lower Elementary

Number of Units: One

Description of Program:

A diagnostic teaching approach which will explore learning dysfunction of first grade failures. This unit is one of three developed cooperatively in Sandusky County to facilitate a county-wide "cross-section" analysis of unsuccessful pupils who are repeating first grade.

It is the intent of this experimental program to reveal relationships which exist between achievement, sex, age, class size, I.Q., and other variables among learning disability children above 80 I.Q.

Diagnostic teaching procedures will ascertain the most effective techniques and materials for the remediation and prevention of failure at the lower elementary level.

Contact: John Kaczenski
Local Superintendent
Lakota Local Schools
Box 5
Risingsun, Ohio 43457
Telephone: 419-457-2911

WASHINGTON LOCAL

Lucas County

Level: Lower Elementary, Middle Elementary

Number of Units: Two

Description of Program:

A program incorporating the structured classroom approach of Haring and Phillips in the lower unit and the engineered classroom concept in the upper unit.

The structured classroom concentrates in the areas of communication skills, social studies, arts and crafts, and perceptual motor skills. Task completion, movement limits, shortened assignments, and positive reinforcement typically found in this structure are major emphases.

The engineered classroom is divided into five areas of communication, arithmetic, science, arts and crafts, and social studies. Short-range and long-range tangible rewards are offered as incentives to motivation and task completion. As the control system becomes more highly integrated social approval and other positive reinforcers will supplant the tangible reward system.

Contact: James Grau
Project Director
Washington Local Schools
Lucas County Board of Education
1100 Jackson Street
Toledo, Ohio 43624
Telephone: 419-479-7711
(Washington Local)

CLYDE EXEMPTED VILLAGE

Level: Lower Elementary

Number of Units: One

Description of Program:

A diagnostic teaching approach which will explore learning dysfunction of first grade failures. This unit is one of three developed cooperatively in Sandusky County to facllitate a county-wide "cross-section" analysis of unsuccessful pupils who are repeating first grade.

It is the intent of this experimental program to reveal relationships which exist between achievement, sex, age, class size, I. Q., and other variables among learning disability children above 80 I.Q.

Diagnostic teaching procedures will ascertain the most effective techniques and materials for the remediation and prevention of of failure at the lower elementary level.

Contact: Albert Osborne
Superintendent
Clyde Exempted Village Schools
106 S. Main St.
Clyde, Ohio 43410
Telephone: 419-546-8511

GIBSONBURG EXEMPTED VILLAGE

Level: Lower Elementary

Number of Units: One

Description of Program:

A diagnostic teaching approach which will explore learning dysfunction of first grade failures. This unit is one of three developed cooperatively in Sandusky County to facilitate a county-wide "cross-section" analysis of unsuccessful pupils who are repeating first grade.

It is the intent of this experimental program to reveal relationships which exist between achievement, sex, age, class size, I.Q., and other variables among learning disability children above 80 I.Q.

Diagnostic teaching procedures will ascertain the most effective techniques and materials for the remediation and prevention of failure at the lower elementary level.

Contact: James Hilfiker
Superintendent
Gibsonburg Exempted Village Schools
Harrison Street
Gibsonburg, Ohio 43431
Telephone: 419-637-2479

INDIAN HILL EXEMPTED VILLAGE

Level: Middle Elementary, Upper Elementary

Number of Units: One

Description of Program:

A program using the teacher-consultant concept to make it possible for students to develop academic strength while at the same time being involved in the regular classroom program.

Students involved in this project entitled, "Maximizing Individual Learning Potential," work in small groups two periods per day. Perceptual motor training, individualized instruction, and aspects of the structured classroom model are incorporated in the curriculum. Language arts skills are developed through functional means, leading gradually into more formal contexts. Creative writing expression, extensive use of tape recordings, and other audio-visual equipment, and reinforcement of oral communication skills are an integral part of the language arts.

The teacher-consultant works closely with the subject area teachers in the middle school to refine team skills which will utilize a more individualized approach toward personal, social adjustment and academic potential of these students. Other staff members, consulting psychologist, elementary guidance counselor, remedial reading specialists and administrator work closely with the teacher-consultant within their area of specialization to resolve academic or adjustment problems.

Contact: **Harold Morse**
Principal
Indian Hill Exempted Village Schools
6100 Drake Road
Cincinnati, Ohio 45243
Telephone: 513-561-8686

MENTOR EXEMPTED VILLAGE

Level: Lower Elementary, Upper Elementary

Number of Units: Two

Description of Program:

An eclectic approach using the structured classroom concept with adaptations of the engineered classroom and maintaining concern for ego development, self esteem, and acceptance of social values. Instruction will focus upon an individual tutorial basis with some small group work. Each student works at his own level and rate in each academic subject. There is extensive use of tapes, programmed reading with records, and other teaching aids.

Contact: Mrs. Peggy Young
School Psychologist
Mentor Exempted Village Schools
8979 Mentor Avenue
Mentor, Ohio 44060
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CHAPTER V

PROCEDURES FOR INITIATING RESEARCH AND DEMONSTRATION PROJECTS

School districts applying for approval of special education units for research purposes in the area of the emotionally handicapped must submit a written proposal to the Division of Special Education in advance. The proposal may be designed to focus upon innovative programming with emotionally handicapped children or to test new methods or theories in special education programming or clinical practices.

Consultation with the Division of Special Education on research and demonstration projects may be obtained prior to the formal application of the proposal. The proposal should be submitted during the school year to insure that adequate consultation and planning time will be available prior to the initiation of the project at the beginning of the following school year.

The content of the proposal generally includes the following:

1. A specific description of the project.
2. A statement of the problem explaining its significance to special education and the local school system.
3. A review of the literature relating to the proposal with a summary of major trends and issues.
4. Questions to be answered. These may be in the statement of purposes or research hypotheses.
5. A description of procedures employed including a description and characteristics of the pupils chosen, the kinds of data to be gathered, how the data will be obtained, when the data will be collected, and how the data will be analysed to test the hypotheses.
6. A discussion of pertinent practices involved in the program. This includes focus, specific educational procedures, curriculum content, and any pertinent innovative aspects of the classroom design or the operational program.

7. Staff persons directly responsible for conducting the project including title and qualifications and any additional staff involved with titles and qualifications.

8. A general description of facilities and equipment needed for the project.

9. A brief financial breakdown of the estimated cost of the project.

At the end of each year of operation a written evaluation of the Research and Demonstration Project should be sent to the Division of Special Education. This should be submitted not later than August 1.

A more detailed format for initiating projects, annual reporting procedures and supplementary data can be found in the Division of Special Education publication, *"Research and Demonstration Projects, Policies and Reporting Procedures,"* 1968.

CHAPTER VI

SUGGESTIONS FOR NEEDED RESEARCH WITH EMOTIONALLY HANDICAPPED CHILDREN

Research in special education grows out of the desire to know, understand, improve, or become more efficient in our attempts to develop services for these children in the public schools. The dynamic growth of special education in Ohio is fostered by these exploratory attempts to lead to new facts, revisions in theories or practical applications of accepted theories.

The provision for demonstration programs and research projects in all identified areas of special education has been contained in the State Board of Education Standards for Special Education since 1962. The underlying assumption behind this provision has been the need for improvement and development of services for exceptional children. Changes in standards should come only after careful research and confirmation or rejection of the research hypotheses. Research with the emotionally handicapped should bear in mind the needs of the community, the objectives of the program and how they can be achieved.

Projects generally establish certain educational, social and general goals or objectives such as:

Remediation of basic skill deficiencies or general improvement of academic skills.

Developing motivation and interest in acquiring knowledge.

Developing ability to increase attention span, listen, and follow directions.

Developing a feeling of self-worth and self-acceptance.

Improving ability to adjust to self, peers and authority figures.

Improving internal controls.

Providing a controlled program of re-entry into the regular classroom so that success is experienced and maintained.

Providing an active program with parents in order to improve their understanding of and relationships toward their children.

There is much needed research to determine the most efficacious way to screen and identify children for placement within the program. We need to answer questions such as:

To what extent is maladapted behavior severe enough to warrant placement in a program for emotionally handicapped children?

To what extent do we determine the degree of inter-personal relationship problems which necessitate placement?

Can we adequately measure self-concept in order to determine whether placement would be advantageous?

Since relatively normal children encounter transitory emotional problems, how can we discriminate the degree of severity?

Can methods such as teacher ratings predict with a high degree of certainty those children who would profit from placement?

Can self-testing devices such as the Q short method or other forced choice instruments be used validly in the selection procedure?

Assuming we can surmount the problems inherent in screening and identification how will the established goals and objectives be be fulfilled? Certain hypotheses or questions to be answered may be explored through research. For example, what methods and techniques of instruction might achieve better results? What specific management techniques offer the greatest promise in dealing with specific etiological problems? What methods or behavioral controls appear to result in surface behavioral changes? Can basic personality change occur or are these changes merely transitory? How does behavioral change alter self-concept? Can we program greater numbers of students without reducing the program quality? How should the students be integrated into the regular program? Can close control and a higher degree of structure accompanied with gradual reintegration into a group program result in behavioral change?

These are but a few of the unanswered questions involved in programming for emotionally handicapped children. The need for continuing research is challenging. Even though the nature of these research designs and analyses impose limitations on research methodology they should be applied to the problems of educating the emotionally handicapped if better methods of programming for emotionally handicapped children are to be developed.

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APPENDIX A

STATE BOARD OF EDUCATION
PROGRAM STANDARDS

EDb-215-06 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR EMOTIONALLY HANDICAPPED CHILDREN

(Adopted August, 1966)

(G) General—Day School Program

(1) School districts wishing to apply for approval of special education units for emotionally handicapped children in the public schools should submit in advance a written proposal outlining the program to the Division of Special Education.

(2) A special education unit or fractional unit may be approved for classes for emotionally handicapped children within the following standards.

(3) A special education unit or fractional unit may be approved only for districts where the services of a qualified school psychologist are available.

(4) A special education unit or fractional unit may be approved for experimental or demonstration purposes to explore techniques, procedures, functions or methodology for emotionally handicapped children in the public schools.

(5) The superintendent of the school district of attendance (or his designated representative) is responsible for the assignment of pupils to approved special education units.

(H) Eligibility—Day School Program

(1) There shall be written policies for the selection and placement of children in the special class and the selection and return of children to a regular class on a part or full time basis.

(2) All children enrolled in an approved special education

unit for emotionally handicapped children shall meet the standards listed below:

(a) Emotionally handicapped children of legal school age enrolled in approved units shall have a general intelligence score of 80 or above as determined on an individual psychological examination administered by a qualified psychologist.

(b) Emotionally handicapped children enrolled in approved units shall be able to profit substantially in an academic instructional program.

(I) Housing, Equipment and Materials

(1) A special education unit for emotionally handicapped children shall be housed in a classroom in a regular school building, which meets the Standards adopted by the State Board of Education, with children of comparable chronological age.

(J) Class Size and Age Range

(1) The enrollment in an approved unit shall be a minimum of 6 children and a maximum of 15 children.

(2) The calendar age range in an approved unit shall not exceed 48 months.

(K) Program

(1) There shall be evidence of annual evaluation of the educational progress of all children placed in a special class for emotionally handicapped children.

(L) Teacher Qualifications

(1) The teacher shall hold valid certification for the assigned area of instruction.

(2) Additional professional preparation may be required of the teacher by mutual agreement of the employing board of education and the Division of Special Education.

EDb-215-10 PROGRAM STANDARDS FOR INDIVIDUAL INSTRUCTIONAL SERVICES

(Adopted August, 1966)

(F) INDIVIDUAL SERVICE FOR EMOTIONALLY HANDICAPPED CHILDREN

(1) Eligibility

(a) Children with normal potential ability who have a medical diagnosis of an emotional handicap and who are under active medical supervision may be considered for service on a temporary basis.

(b) Individual instruction shall be approved only when there is sufficient discrepancy between mental maturity and achievement level to warrant such service.

(c) All individual instruction should be given at school. Children receiving this service shall be in regular school attendance.

(d) Individual instruction may be considered for children who meet the above criteria when there is no contained program available.

(2) General Information

(a) The superintendent of schools (or his designated representative) shall sign all applications for instruction.

(b) All applications for instruction shall be approved in advance.

(c) A child must be examined medically and recommented for instruction each year.

(d) The teacher employed by a board of education for such instruction shall hold an Ohio teaching certificate appropriate for the age and grade level of the child.

(3) Reimbursement

(a) The Division of Special Education will approve $1.50 per hour for individual instruction at an approved rate of $3.00 per hour and one-half of the actual cost in excess of $3.00 per hour, but not to exceed $6.00 per hour.

(b) Approval may be made for a specific period during any current school year, not to exceed five hours per week. The total number of hours shall not

exceed the total number of days the school district is legally in session.

(d) Individual instruction may be considered for children who meet the above criteria when there is no contained program available.

(4) Data to be Submitted

(a) All applications must be completed in duplicate and submitted to the Division of Special Education.

(b) A report of the medical diagnosis.

(c) A report of an individual psychological examination by a qualified psychologist.

(d) Reimbursement claims for all approved individual instruction shall be submitted by August 1 of each year to the Division of Special Education on the designated claim forms.

EDb-215-10 SUPPLEMENT TO PROGRAM STANDARDS FOR INDIVIDUAL INSTRUCTIONAL SERVICES

(G) HOME INSTRUCTION FOR SEVERELY EMOTIONALLY HANDICAPPED STUDENTS

(Adopted October 9, 1967
Effective December 1, 1967)

(1) Eligibility

(a) Home instruction may be approved for students who have a medical diagnosis of a severe emotional handicap which precludes school attendance.

(b) Home instruction may be approved for educable children who are capable of profiting from a formal educational program and who are receiving active treatment and supervision for the emotional handicap.

(c) Children shall have a mental age of 6-0 years or above to be eligible for home instruction services.

(2) General Information

(a) The Superintendent of schools (or his designated representative) shall sign all applications for home instruction.

(b) All applications for home instruction shall be approved in advance.

(c) A child shall be examined medically and recommended for instruction each year.

(d) Short-term instruction shall not be approved. Payment shall not be made for students receiving less than 20 hours of instruction during the school year.

(e) This service shall not be approved for a period in excess of two school years.

(f) The local school shall keep accurate records of attainment of students in home instruction. These records shall be available to the Division of Special Education upon request.

(g) The teacher employed by a board of education for home instruction shall hold an Ohio teaching certificate appropriate for the level of instruction to which the assignment for home instruction is made.

(h) Telephone instruction may be approved within these standards.

(3 Reimbursement

(a) The Division of Special Education may approve reimbursement of one-half of the actual cost for home instruction, provided that the rate paid to the teacher shall be not less than $3.00 and the maximum reimbursement shall not exceed one-half of $6.00 per hour.

(b) The Division of Special Education may approve telephone instruction as follows: One-half of the cost of installation service, one-half of the monthly service charge, and one-half of the cost of one hour of instruction per week by a qualified teacher not to exceed $6.00 per hour.

(c) Home instruction may be approved for one hour of each day a child is unable to attend school due to a severe emotional handicap. The total number of hours shall not exceed the total number of days the school district is legally in session.

(4) Data to be Submitted

(a) The medical section of the application blank shall be filled out and signed by the licensed physician who is presently treating the child.

(b) All applications for home instruction for severely emotionally handicapped children shall include an outline of the planned treatment program and evidence of continued supervision.

(c) All applications for home instruction for severely emotionally handicapped children shall include a report of an individual psychological examination by a qualified psychologist.

(d) All applications for home instruction shall be completed in duplicate and submitted to the Division of Special Education.

(e) Prior approval shall be obtained for telephone instruction.

(f) Reimbursement claims for all approved home instruction shall be submitted by August 1 of each year on the designated claim forms.

APPENDIX B

APPLICATIONS

Submit in Duplicate

Form SE 10 (E) (F)

OHIO DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATON
3201 Alberta Street, Columbus, Ohio 43204

APPLICATION FOR SPECIAL INSTRUCTIONAL SERVICES NEUROLOGICALLY-EMOTIONALLY HANDICAPPED CHILDREN

NAME OF CHILD_____ COUNTY_____

PARENT'S NAME_____ SCHOOL DISTRICT_____

HOME ADDRESS_____
(Street or rural delivery) (City)

Child's Birth Date_____ Grade in School_____ Sex_____

*Individual Test Data:_____
(Name of Test) (Date Given) (I.Q.)

Is child in school full time?_____ If not, what portion of the day is he in school _____

Type of Service Requested:

Neurologically Handicapped_____ Emotionally Handicapped_____

Application: New_____ Renewal_____ (Check)

Date of Application_____

School Year_____

_____
Supt. or Designated Representative

_____
(Address)

The Following must accompany this application:

* 1. A report of an individual psychological examination by a qualified psychologist.

2. A summary of the child's school progress. (Including teacher comments and academic achievement results).

PHYSICIAN'S REPORT

(To be filled out by attending physician)

NAME OF CHILD_____ DATE OF MEDICAL EXAM._____

DIAGNOSIS _____

_____

Is this child under active medical supervision?_____

****Approved: Yes_____ No_____**

Date _____

_____
Director, Div. of Sp. Ed.

(Signed) _____
Name of Physician

Address _____

** The Division of Special Education will reimburse $1.50 per hour on individual instruction at a rate of not less than $3.00 per hour and one half of the actual cost in excess of $3.00 not to exceed $6.00 per hour nor five hours per week.

Submit in Duplicate

Form SE 10 (G)

OHIO DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATON
3201 Alberta Street, Columbus, Ohio 43204

APPLICATION FOR HOME INSTRUCTION FOR SEVERELY EMOTIONALLY HANDICAPPED STUDENTS

(To be completed by Superintendent of Schools or Professional Staff Member so Delegated)

NAME OF CHILD_____ COUNTY_____

PARENT'S NAME_____ SCHOOL DISTRICT_____

HOME ADDRESS_____
(street or rural delivery) (city)

Child's Birth Date_____ Grade in School_____ Sex_____

Date child last attended school_____

Has Home Instruction been started for this year?___ If so, beginning date___

New Application_____ Application for Renewal_____

Application for _____ School Year Date of Application_____

The following must accompany this application:

1) Supplementary Information Sheet
2) A report of an individual psychological examination by a qualified psychologist

_____
Superintendent of Schools

_____
Address

PHYSICIAN'S REPORT

(To be filled out by attending physician)

NAME OF CHILD_____ DATE OF MEDICAL EXAM._____

DIAGNOSIS _____

Is this child's emotional handicap serious enough to confine him to his home?___

Specify reason_____

Probable period of disability_____

**Approved: Yes _____ No _____

Date _____

_____
Director, Div. of Sp. Ed.

(Signed) _____
Name of Physician

Address _____

Date Signed _____

*The Division of Special Education will reimburse $1.50 per hour on home instruction at a rate of not less than $3.00 per hour and one half of the actual cost in excess of $3.00 not to exceed $6.00 per hour nor five hours per week.

Payment shall not be made for students receiving less than 20 hours of instruction during the school year.

This service shall not be approved for a period in excess of two school years.

Submit One Copy

Form SE 10 (G)

OHIO DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATON
3201 Alberta Street, Columbus, Ohio 43204

SUPPLEMENTARY INFORMATION FOR SEVERELY EMOTIONALLY HANDICAPPED CHILDREN ON HOME INSTRUCTION

NAME OF CHILD:_____

GRADE:_____ AGE:_____ I.Q._____

*NAME OF TEST:_____ DATE:_____

ACHIEVEMENT:

	LEVEL	TEST
READING		
ARITHMETIC		
SPELLING		

A. CHILD IS RECEIVING THERAPY OR GUIDANCE FROM: (indicate frequency of contact)

B. DIAGNOSIS: (indicate source)

* A report of an individual psychological examination by a qualified psychologist must accompany this appication.